

SOLUTIONS

Activities:

1. Complete a timeline containing major events of the Great War (1914-1918)

DATE	EVENT
June 28, 1914	Assassination Archduke Franz Ferdinand is assassinated in Sarajevo, triggering the outbreak of war.
August 1914	Outbreak of War War was declared by the various countries involved.
September 5, 1914	The first battle of the Marne begins.
December 24, 1914	Christmas truce Soldiers on both sides initiated an unofficial Christmas truce .
February 04, 1915	Blockade of Britain Germany begins using U-boats (submarines) to attack Allied and neutral shipping.
April 22, 1915	Second Battle of Ypres The second battle of Ypres lasted from April 22 to May 25 and was the first instance of poison gas use by Germany.
April 1915	Gallipoli The battle of Gallipoli lasted from April to December of 1915.
February 1916	Verdun The battle of Verdun lasted from February to December of 1916 and became the longest and one of the most costly battles in human

	history
May 31, 1916	Jutland The naval battle of Jutland lasted from May 31 to June 1 of 1916.
July 1916	Somme The battle of the Somme lasted from July to November of 1916.
February 01, 1917	Submarine Warfare On February 1, 1917, Germany resumed unrestricted submarine warfare
April 06, 1917	War Declared The U.S. declares war on Germany.
July 16, 1917	Ypres The third battle of Ypres (Passchendaele) began on July 16, 1917.
November 07, 1917	Bolshevik Revolution The Bolshevik Revolution in Russia resulted in a Communist government and the creation of the USSR in 1922.
November 11, 1918	Armistice The Armistice was concluded, and fighting stopped at 11 am on November 11, 1918.
June 28, 1919	Treaty of Versailles The Treaty of Versailles was signed on June 28, 1919.

2. Fill in all the gaps, then check your answers with your partner:

1. Trench warfare
2. Dogfight
3. 'Poilu'

4. Convoy
5. Front
6. Chemical warfare
7. Conscientious objector
8. Russian Revolution
9. Stalemate
10. Armistice
11. Fourteen Points

3. Discuss a documentary in pairs: *The Great War*, a YouTube web series hosted by Indy Neidell

A. Listen carefully and complete the text:

(0:00 – 0:15) “Propaganda. Specifically **wartime** propaganda. Never mind what’s actually going on at the **front** or in the enemy’s homeland, you need to keep up your nation’s morale regardless. You need your people to hate the enemy and so you put your propaganda machine to work.”

(...)

(1:46 – 2:03) “Germany already had a working propaganda apparatus at the beginning of the war. The German military did not think the population was smart enough to differentiate between **real news** and false propaganda so freedom of the press was abolished and **censorship** was established.”

(...)

(3:17 – 3:29) “[German propaganda] was really focused on German culture since German culture was deemed superior to other cultures. There were German

national myths and heroes, knights slaying dragons, Siegfried, the valkyrie and the dualism between culture and civilisation.”

(3:43 – 5:38) “The Wellington House or War Propaganda Bureau [London, England] was established in 1914, but its existence was a secret and it was to influence the public more subtly. (...)

Initially, British propaganda used images of the **Kaiser**, but eventually the **hun** began to appear. Unrestricted submarine warfare, the occupation of **Belgium**, the execution of Edith Cavell [a British nurse], such events gave fodder for the barbaric images of German soldiers.”

B. British propaganda proved more effective than German propaganda. Do you agree?

“I think British propaganda was more effective than German propaganda because it was more subtle...”

“German home propaganda was very successful, but the contrast between reality and propaganda was so stark (extreme) that when Germany lost the war many people felt betrayed, a situation which paved the way for the “stab-in-the-back myth”. For example...”

Open task

C. All the mass media was used. Could you give examples? (4:00)

Newspapers, cartoons, illustrations in magazines.

Extra: Evaluating wartime posters (group project):

a) Select a poster:

<http://www.ww1propaganda.com/>

<http://www.loc.gov/pictures/search/?st=grid&co=wwipos>

<http://www.ww1propaganda.com/world-war-1-posters/german-ww1-propaganda-posters>

b) What sort of messages did they hope to get across? How? Open task. Remind the students that, unlike previous wars, modern propaganda was a 'weapon' massively used.

c) Why did the government use posters as propaganda? Possible answers: To justify the involvement in the war; to recruit soldiers; to raise money; to spread messages of hate against the enemy nations; etc.

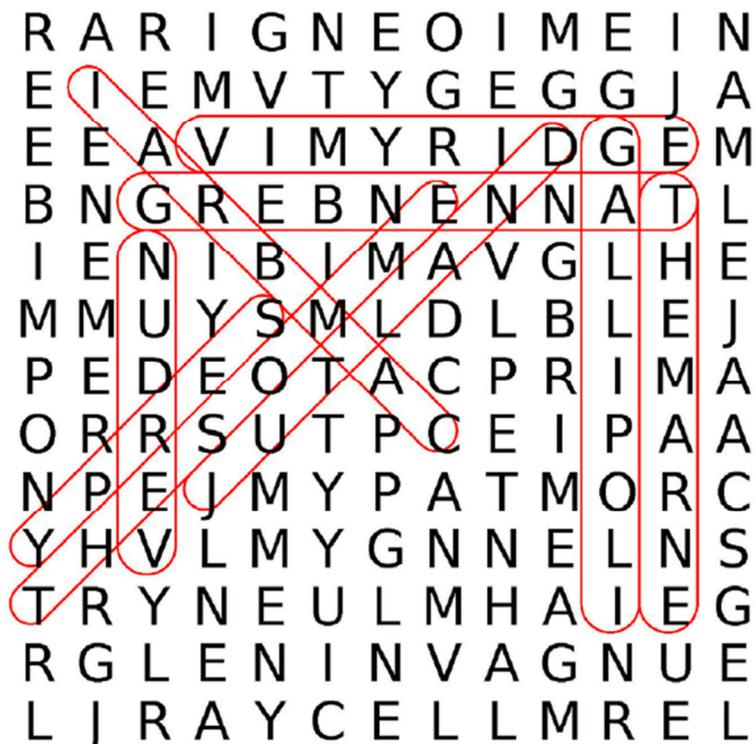
4. Online activities:

A. "What was it like in a World War One trench?"

Online solutions

B. Free printable: Battles of WWI. Word search puzzle:

Answer Key



5. Map analysis: Europe before and after WWI

1. List the countries and empires that were part of Europe in 1914 that no longer existed in 1923.

The German Empire, the Russian Empire, the Austro-Hungarian Empire and the Ottoman Empire.

2. List all the new countries displayed on the 1923 map that were not present in 1914.

Germany, Estonia, Latvia, Finland (not visible on this map), Lithuania, Poland, Czechoslovakia, Austria, Hungary, Yugoslavia (before 1929: the Kingdom of Serbs, Croats and Slovenes), USSR, Turkey.

3. For each of the new countries listed above, write down the empire of which that country was once part of.

The German Empire (Germany, Poland), the Russian Empire (USSR, Estonia, Latvia, Lithuania, Finland, Poland), the Austro-Hungarian Empire (Czechoslovakia, Austria, Hungary, Yugoslavia), the Ottoman Empire (Turkey).

6. Comment on a text: *Forgotten Voices of the Great War* by Max Arthur in association with Imperial War Museums, Croydon, Ebury Press, 2014, pages 311-313.

1. How did soldiers like Clifford Lane cope with war? Open task. See <http://www.bl.uk/world-war-one/articles/how-did-soldiers-cope-with-war> (Accessed April 27, 2016).

2. How do you think corporal Clifford Lane felt about the war ending? Open task. E.g. happy, dazed, confused, bewildered...